

Summary of Findings/Instructional Priorities:

Strengths	Target Skills
Motivation for recreational reading activities	Motivation for academic reading
Phoneme identification and encoding	Long vowel spelling patterns and diphthongs
Acceptable reading rate	Multisyllabic word decoding
Sight word vocabulary	Self-Monitoring and adjusting reading
	Reading with prosody
	Monitoring comprehension
	Retelling

Integration of Findings/Recommendations:

Christopher is a third grader who exhibits positive motivation for reading activities. He enjoys reading self-selected texts, especially comic books and graphic novels. He reads at an acceptable rate and is able to identify the sounds he hears in words as well as encode these sounds appropriately in writing activities. Christopher has a strong sight word vocabulary; however, when he comes to a word he does not know he tends to say the first sound of the word and substitute a real or nonsense word that is visually similar to the targeted word. He often alters the suffixes in words. To increase his ability to decode and encode multi-syllable words, Christopher could benefit from systematic, explicit phonics instruction focused on syllable type identification, segmentation and blending. Christopher noted he does not enjoy reading content area textbooks he encounters in school because they are hard for him to read. Providing Christopher with the opportunity to self-select informational texts based on interest will help to increase his motivation for academic reading and provide opportunities for strategy instruction that will assist Christopher to self-monitor his word reading and comprehension. Furthermore, he would benefit from exposure to retelling strategies for both fiction and informational text. Finally, reading activities that encourage rereading of familiar text will help to build Christopher's comprehension and prosody.

RECOMMENDATIONS:

The following suggestions for strategy development are offered to Christopher's school team and family for consideration as they assist with his growth in literacy.

Motivation for Reading

Christopher should be allowed to self-select informational texts based on topics of interest in order to build engagement for academic text reading. Encourage Christopher to participate in paired reading activities with other adults in his life where he is engaged in the topic and has the opportunity to discuss the interesting facts he has learned and can explore inferential thinking in an interactive way.

Spelling/Phonics/Word Recognition

Word Work: Elkonin Boxes with letters (Clay) - This strategy allows students to stretch out the sounds they hear in a word. They are given several blank boxes, each one representing a sound in a word. The student stretches/taps out a word and then places the corresponding letter/letters that correspond to that sound within the boxes. The teacher can adjust the words studied to the syllable type/vowel sound that is being studied that week.

others...

Comprehension

Stop Think Paraphrase (Richardson, 2011) is a technique used to help readers summarize/retell what they have read. After each page of section of the text, the reader must *stop* and cover the text with their hand. The student should *think* about what they have read and *paraphrase*/summarize what they have read.

others...

Fluency

Phrase Text Lessons (Rasinski, 2003) - A fluent reader is able to read with appropriate phrasing by chunking words together into meaningful phrases. Marking phrase boundaries can improve reading comprehension. Select short reading passages of approximately 100 words. The teacher places slashes at natural boundary points. Place a single slash for phrases and a double slash for sentences. The teacher then models the appropriate phrasing for the student and discusses the importance of reading with proper phrasing. Read the text chorally and in pairs several times. Finally on subsequent readings, have the student read the passage without the phrase markings.

others...

Writing

others...

Guided Writing (Oczkus, 2007) - During guided writing the teacher meets with small groups of students providing mini-lessons in writing strategies that a particular group of students most need to practice within their writing pieces. Unlike interactive writing, the student writes the entire text, with the teacher acting as a guide and offering support as needed. The session includes a time for independent work and sharing with peers.

RECOMMENDATIONS

Home: To continue to support Christopher with his literacy growth as they develop as readers, family members can assist them at home by: